



THE DIRECTIVE ILLOCUTIONARY ACT ANALYSIS OF THE CHARACTER UTTERANCES IN *13 REASONS WHY*

A THESIS

**In Partial Fulfillment of the Requirements for
the Sarjana Degree Majoring in Linguistics in the English Literature
Undergraduate Study Program Faculty of Humanities Diponegoro University**

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PRONOUNCEMENT

The writer honestly confirms that she compiles this thesis by herself without taking any results from other researchers in S-1, S-2, S-3 and in diploma degree of any university. The writer also ascertains that she does not quote any material from publications or someone's paper other than from the references mentioned.

Semarang, July 2019

Adhitya Ayu Pertiwi

MOTTO AND DEDICATION

“Allah does not burden a soul beyond that it can bear”

-Surah Al-Baqarah:286-

“I suffered, I learned, I changed”

-Anonymous-

This thesis is dedicated to

my beloved family and

to everyone who helped me accomplished the thesis.

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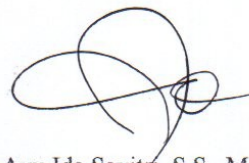
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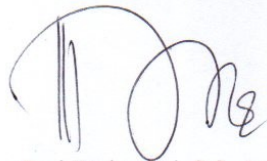
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I realize that this thesis is far from perfect. In consequence, I would be grateful to receive critics or suggestions in order to make this thesis better.

Finally, I expect that this thesis can be useful for the readers who learn directive illocutionary act.

Semarang, August 2019

Adhitya Ayu Pertiwi

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ABSTRAK

Bahasa merupakan suatu alat yang digunakan untuk berkomunikasi antara pembicara dengan pendengar, sehingga untuk mengerti maksud dan inti dari sebuah komunikasi, pembicara dan pendengar setidaknya memiliki latar belakang pengetahuan yang sama. Melalui penelitian ini, penulis akan membahas lebih dalam mengenai pengaruh makna ujaran terhadap tindakan melalui serial televisi yang berjudul *13 Reasons Why* yang mengangkat permasalahan tentang isu-isu sosial yang berupa perundungan, kekerasan seksual, kesehatan mental hingga bunuh diri. Penelitian ini berfokus pada tindak tutur direktif yang dituturkan oleh tokoh Hannah, Jessica, Justin dan Bryce. Tujuan dilakukannya penelitian ini adalah untuk menganalisis jenis-jenis tindak tutur ilokusi direktif yang mereka tuturkan serta untuk mengetahui apakah tindakan yang dilakukan sebagai hasil dari tuturan tersebut memiliki keterkaitan terhadap isu-isu sosial yang diangkat dalam serial televisi tersebut. Penelitian yang menggunakan metode deskriptif kualitatif dan *purposive sampling technique* ini dianalisis dengan teori Yule dan Searle. Hasil penelitian ini menunjukkan empat jenis tindak tutur ilokusi direktif berupa *command*, *request*, *prohibition* dan *suggestion* dengan tuturan tertinggi adalah tindak tutur *request*. Tindak tutur *request* menunjukkan bahwa pendengar mampu melakukan apa yang diinginkan oleh pembicara dalam bentuk tindakan. Sementara itu, tindak tutur yang diucapkan oleh Jessica, Justin dan Bryce mengimplikasikan bahwa selain memberikan efek berupa tindakan juga dapat memberikan efek secara psikologis yang berkaitan isu-isu sosial yang diangkat dalam serial TV tersebut.

Kata kunci: tindak tutur direktif, tindak tutur *request*, *13 Reasons Why*

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Communication is the very basic skill needed for life. People communicate with each other in everyday life to fulfill what they want to say, what they feel and what they need. Communication can be defined as sharing each people's thought and giving the different perception about a thing. Therefore, in doing communication, there should be two components existed. They are speaker and hearer. The speaker functions as a giver of the messages and the hearer functions as a receiver. According to Steinberg (2007:39), communication can also be interpreted as a dynamic process to exchange meaningful process. It means that the speaker and the hearer as the participants have role in encoding, transmitting, receiving and decoding the message of the utterances.

To communicate or socialize, people need a language as a device to convey. Language itself contains meaning to be understood and to make the hearer know what the hearer should do. In linguistics, the study of the meaning of utterance can be divided into two fields, semantics and pragmatics. Semantics field studies the literal meaning of an utterance, while pragmatics field studies a contextual meaning.

In this research, the writer focuses on pragmatics field concerning to speech act. Speech act itself is a study related to the action performed as the effect

of the utterance. It contains three kinds of acts, locutionary, illocutionary and perlocutionary act. According to Levinson (1983: 236), locutionary act is a kind of utterance containing determinate sense and reference, illocutionary act is an utterance containing a statement of offering, promising element etc., and perlocutionary act is an utterance containing an effect for the hearer.

Vanderveken and Kubo (2002:159) claim that directive illocutionary act determines the acting role of the speaker and the hearer and makes sure that it can fit with the propositional content. The study by Kasher (1998:172) indicates that promise, vows, recommendation, supplication and demands can be categorized as speech act containing directive point. Meanwhile, Yule (1996:54) wrote that commands, orders, requests and suggestion are categorized as kinds of directive speech act. It also conveys the meaning of the speaker's want.

The limitation of the research is the analysis of utterances spoken by Jessica, Justin and Bryce as bullies to Hannah as victim in *13 Reasons Why*. This series is an American teen and mystery drama series which was aired by Netflix in 2017. The series which was produced by Brian Yorkey is created based on the novel written by Jay Asher. In general, the web TV series tells Hannah Baker as the main character (starred by Katherine Langford) involved in bullying and sexual harassment case at their school. Since she entered the high school as a new student, she found out that her life totally changes. She starts making friends and lives with a burden at the same time. She meets new friends who eventually makes her losing life. She is bullied by her ten friends either directly or indirectly. Hannah finally commits to suicide because she can not survive and fight against

the bullying and sexual harassment. She is bullied psychologically and physically but there is no one who supports her to get through the problem although she can not even realize that she is in disorder. Before she ends her life, she records 13 reasons why she commits to suicide into 13 different cassette tapes.

The reason why *13 Reasons Why* is chosen as the object of the research is because it does not only raises issues about sexual harassment and bullying which are very crucial nowadays but also tends to talk the mental health and suicidal matter. Those matters are big issues which are probably experienced by teenagers as the millennial generation, since people getting sexual harassment and bullying tend not to speak up. They are afraid of getting bullied back if they speak up. That is the reason why most of influencers in many social media platforms start campaigning these issues well. They want people especially teenagers being more aware of how dangerous sexual harassment and bullying are, since they can lead into mental health issue. Another reason why the series is chosen is because there was a controversy after the series was released on 2007. The online media started to release articles related to the effect of the series for teenagers. Some of the articles told that the percentage of people who searched on the internet about suicidal matter increased.

In addition, the utterances spoken by Hannah, Jessica, Justin and Bryce are chosen because the utterances mostly contain directive speech act compared to other characters in *13 Reasons Why*. Meanwhile, directive illocutionary act is chosen to analyze the utterances because the performed action of the utterance can

show whether it can trigger to the phenomena of social issues that happened in the series or not.

1.2 Problem Statement

1.2.1 The kinds of directive illocutionary act spoken by Jessica, Justin, Bryce and Hannah in *13 Reasons Why* web TV series.

1.3 Purposes of the Study

1.3.1 Analyzing the kinds of directive illocutionary act spoken by Jessica, Justin, Bryce and Hannah in *13 Reasons Why* web TV series.

1.4 Scope of the Study

The study focuses on the analysis of directive illocutionary act utterance spoken by Jessica, Justin and Bryce to Hannah in the *13 Reasons Why* web TV series. To conduct the research, the writer uses the underlying theory from Yule and Searle.

1.5 Previous Studies

The first previous study is conducted by Sitanggang entitled *Directive Speech Among Bataknese (A Case Study on Bataknese Society in Semarang)* (2009). The writer used the theories proposed by Jacob L. Mey, Yule and Austin. In conducting study, the writer elaborated the strategy and the form of language used by Bataknese when warning someone. Meanwhile, the study had purposes to describe the type of sentences which was performed by Bataknese and to describe the politeness strategic performed by Bataknesse containing directive speech act. The data of the study was obtained from the questionnaire given to fifty Batakneses in Semarang. Then, it could be concluded that the finding of the study was that Bataknese tended to use bald on record strategy and use imperative form in order to warn someone.

The second previous study is a thesis entitled *An Analysis of Directive Illocutionary Acts in Archer's Utterance in The Movie Blood Diamond by Edward Zwick and Marshal Herskovits*. The journal which was conducted by Sundari on

2009 explained the directive illocutionary act in the utterances spoken by Dany Archer. Then it would be categorized based on the six components of Vanderveken's theory. The research also discussed the meaning of each utterance which contained illocutionary act spoken by Dany Archer in the movie. The aims of the research were to identify the directive illocutionary act in the script of *Blood Diamond* movie and to elaborate the meaning of each utterance which contained illocutionary force in the movie script. The findings showed that there were seven types of directive illocutionary act like asking, commanding, requesting, suggesting, begging, adjuring and forbidding. Based on the discussion, it could be found that asking had the highest percentage (38,72%) compared to other types. Meanwhile, forbidding had the lowest percentage which was only 3,23%. Then, the obtained data was analyzed using six components of Vanderveken's theory.

The third previous study is the journal written by Sari and Nirmala. It was entitled *An Analysis on Directive Illocutionary Acts in Winarno Family* (2013). The study was conducted to examine the use of directive illocutionary act in Winarno family. Meanwhile, the objectives of the study were to find out how each members spoke utterances containing directive illocutionary act and to know the reason why they spoke using directive illocutionary act. The writers also wanted to elaborate the finding of the study by identifying using the theory of Searle and Vanderveken. Not only analyzing directive illocutionary act but the writer also discussed its correlation with politeness strategy. As a result, there were two types of directive illocutionary act used by the members of Winarno family. They were direct and indirect directive illocutionary act. The direct directive illocutionary act

was consisted of request, tell, command, ask, question, pray, insist, alarm, forbid, advice, warning and interrogative. Besides, the indirect utterances were only consisted of request, ask, question, insist, command and advice. By using intonation and performative verb directly, the speakers could show the intention of their utterances. Meanwhile, when the speakers chose to speak indirectly, they tended to use performative verb. Therefore, the hearers should find out by themselves the intention of the utterance. Regardless of those differences, both utterances spoken directly or indirectly could achieve the intention of the utterance.

The next previous study is the research conducted by Sari entitled *Directive Illocutionary Act Used by Main Character in Alice in Wonderland* (2013). The writer analyzed the types of function and the context of the situation in directive illocutionary act containing requesting, asking, warning, prohibition and suggestion based on the theory of Bach and Harnish and also supported by Searle theory. The finding showed that there were six kinds of directive illocutionary act. They are requestive, questions, requirements, prohibitive, permissive, and admissive. Meanwhile, the context of the situation could be divided into setting and scenes, participants, ends, act sequence, keys, instrumentalizer, norms and genre.

The last research entitled *The Directive Illocutionary Acts in The Help Movie* (2017) was conducted by Tesaindra. He actually examined utterances spoken by all characters in the movie and categorized them into different types of directive illocutionary force. Meanwhile, the theory which was used to analyze

the data used the illocutionary act theory proposed by Vanderveken. The writer focused on the types of the directive illocutionary act which were found in the utterance spoken by all characters in the movie. Besides, the study also focused on the analysis of the factors affecting the use directive illocutionary act in the utterances. The research was aimed to elaborate the classification of directive illocutionary act based on the obtained data, the function of the illocutionary acts and the component of the illocutionary forces which was used by the speaker toward the hearer and to find out the factors affecting the use of directive illocutionary acts of the utterance spoken by all characters in *The Help* movie. The finding of the research was there were five types of directive illocutionary act found in *The Help* movie. They were request, command, prohibit, warn and pray. Based on the research, the data could be categorized as direct and indirect speech act. The utterances containing indirect speech act were used by the speaker because the speaker wanted to take an advantage from the interlocutors who had higher position.

Meanwhile, the research conducted by the writer is different compared to those previous studies. The differences are related to the object of study and the theories used to analyze the object. The writer uses *13 Reasons Why* as the object of study, since the web TV series raises social issues which happens lately. In addition, to analyze the utterances of the characters in the web TV series, the writer uses the theories of Searle and Yule because the previous studies mostly use the theory of Vanderveken.

1.6 Organization of the Writing

In the thesis, the writer divides the parts into five following chapters:

Chapter 1 Introduction

This chapter includes background of the study, problem statement, purpose of the study, scope of the study, significance of the study, previous studies and writing organization as well.

Chapter 2 Theoretical Framework

This chapter explains the theory used to analyze the data. The theory consists of the major field which is pragmatics, speech act and its classification, kinds of directive illocutionary act, felicity conditions and illocutionary force.

Chapter 3 Research Method

This chapter includes the type of the research, data source, population and sample, method of collecting data and method of analyzing data.

Chapter 4 Finding and Discussion

This chapter explains the finding and the discussion based on the obtained data.

Chapter 5 Conclusion

This chapter includes the conclusion based on the data analysis.

CHAPTER II

THEORETICAL FRAMEWORK

Theoretical framework is related to the theories used by the writer to conduct the study. The components of this chapter contain the theory of pragmatics, speech act and its classification, directive illocutionary act, felicity conditions and illocutionary force.

2.1. Pragmatics

Pragmatics is one of the linguistics field concerning in the speaker's meaning. Yule (1996:3) claims that pragmatics studies the meaning involving speaker and hearer. The speaker has a role to communicate while the hearer has a role to interpret. It actually does not focus on literal meaning, but it creates the listener in making an assumption or inferring something based on what speaker say. Therefore, pragmatics itself contrasts with semantics field, since semantics studies the literal meaning of spoken words. Levinson (1983:9) defines pragmatics as the study correlated with language and context which closely connected with grammar.

2.2. Speech Act

To communicate with the hearer, a speaker needs an intention to make the conversation occurs. A component to perform the utterance is speech act. Speech act is one of subfield in pragmatics which concerns in performing act done by speaker. According to Yule (1996:47), speech act is the action performed through utterance. Speech act itself is divided into three types.

2.2.1 Locutionary Act

Locutionary act is a language performed to reveal something. Yule (1996:48) explains that locutionary act is an act containing basic utterance. It

means that the utterance is appropriate based on the rule and the meaning. Meanwhile, Searle (1970:24) adds that locutionary act can be uttering words or performing utterance acts in the form of morphemes and sentences. For instance, “Yesterday, *I ate fried rice for my breakfast*”. In the utterance, “I” just give information about what he or she eats yesterday. Based on the utterance, “I” do not show any intention to the hearer as well.

2.2.2 Illocutionary Act

Illocutionary act is an utterance which makes someone to do something. It can be inferred that illocutionary act has a purpose within its utterances. Searle (1970:24) claims that illocutionary act can consist of certain context, certain condition and of course certain intention. Compared to locutionary act, utterances containing illocutionary act tend to give an effect to the hearer. Illocutionary act can be statements, questions, commands, promises and apologies (Searle and Vanderveken, 1985:1). For instance, Anna says “*close the window, please!*”. In the utterance, Anna asks to the hearer to close the window because the wind blows very hard. It shows that the hearer should do what Anna says which is to close the window. Therefore, it is appropriate for the intention of illocutionary act which makes someone to do something. Searle (1979:12-17) states that illocutionary act is used to fulfill the communicative purposes like asking, ordering, suggesting, requesting, informing, advising, greeting, asserting, questioning and commanding.

2.2.3 Perlocutionary Act

Perlocutionary act gives an effect to the listener to do an action. Austin (1962:120) states that by saying some certain utterances it can achieve certain effects. On the other hand, the speaker who utters words containing perlocutionary act will give a psychological change to the hearer. For instance, “*I’m sure you can*

pass your exam well". In the utterance, the speaker wants to convince the hearer that he or she can do the exam well. Therefore, the psychological change will appear toward the hearer. By convincing it, the hearer can be more confident in doing exam.

2.3 Classification of Speech Act

2.3.1 General function

According to Yule (1996:53), speech act itself is divided into five types

based on the general function. They are:

2.3.1.1 Declaration

Declaration is an utterance of the speaker that can change the world.

Therefore, the speaker can cause a certain situation to the hearer. For example: *I now pronounce you husband and wife.*

2.3.1.2 Representative

Representative can be defined as an utterance that can change the fact. It

can be an utterance that represents his or her believes toward the world.

Representative utterance can make the words fit the world. For example: *the earth is flat.*

2.3.1.3 Expressive

Expressive utterance tends to express what the speaker feels. It also affects

the psychological state of the hearer so the hearer can feel happy, pain and etc. For

example: *congratulations!*.

2.3.1.4 Directive

In directive utterance, what speaker said is to make hearer doing

something. The role of directive utterance is to make the world fit the words so the

hearer will do what the speaker wants as the effect of what the speaker says. For

example: *don't touch it!*.

2.3.1.5 Commissive

Commissive happens when the speaker wants to commit himself or herself

to the future action. Moreover, the utterance will contain statement that make the

world fit words. For example: *I'm going to your house tomorrow.*

2.3.2 Structure

Speech act can also be divided based on the structure. There are direct speech act and indirect speech act.

2.3.2.1 Direct speech act

Direct speech act can be defined as an utterance containing speech act which is spoken directly by the speaker. Its intention can be found explicitly by the hearer without referring to the context and situation. In requesting, commanding or ordering, the speaker can use imperative form. Moreover, direct speech act usually uses performative verb as a marker. Therefore, the hearer can recognize directly what the speaker wants the hearer to do. For instance: “*switch on the lamp!*”.

2.3.2.2 Indirect speech act

Indirect speech act can be defined as an utterance containing speech act which is indirectly spoken by the speaker. Therefore, it usually contains an implicit meaning. To achieve the intention of the utterance, the hearer should adjust to the context and the situation. In some cases, the speaker also tends to use declarative utterance. For instance, “*it almost rains*”. The utterance can be meant an order to the hearer to go home as soon as possible because it will rain. However, the intention of the utterance should be referred to the situation of the speaker.

2.4 Directive Illocutionary Act

According to Yule (1996:54), directive illocutionary act contains command, order, request and suggestion. Searle and Vanderveken (1970:198) also propose the kinds of directive illocutionary act such as direct, request, ask, urge, tell, require, demand, command, order, forbid, prohibit, enjoin, permit, suggest, insist, warn, advise, recommend, beg, supplicate, entreat, beseech, implore and

pray. However, the types which will be analyzed in the thesis are limited to commanding, requesting, prohibition and suggestion.

2.4.1 Command

The utterance containing commanding element means commanding someone to do something. The hearer usually can not refuse commanding utterance conveyed by the speaker. The characteristics of commanding utterance which are directly spoken are the use of performative verb in the beginning of the utterance. If the utterance is indirectly spoken by the speaker, it tends to use declarative utterance. Referring to the status or position of the speaker and hearer, Searle (1976:5) states that it can indicate whether the utterance is categorized as a command utterance or not. For instance, the utterance spoken by a teacher to a student might be indicated as a command utterance. Moreover, the command utterance of course will give a benefit to the speaker.

Holmes (2013:277) adds that command utterance which generally uses imperative form can be uttered in polite form using interrogative or declarative form. The utterance can also be identified based on the intonation, tone of voice and its context. The speaker who speaks using imperative form can be affected by three social factors. They are social distance, relative status and the formality of context between the speaker and the hearer.

2.4.2 Request

Request utterance has the same intention as command utterance in which it requests the hearer to do something. Request utterance can be a statement or interrogative sentence. Searle et al (1980:46) states that requesting utterance is marked by the use of performative verb formulas. Compared to command utterance, request utterance does not obligate the hearer to do what the speaker wants. The hearer can choose yes or no in fulfilling the intention. Leech

(1989:175) distinguishes request and command utterance based on how much the speaker gives a choice to the hearer. The utterance which is spoken by people with lower position compared to the hearer might be indicated as request utterance. Therefore, the speaker will get benefit from the hearer's performed action. Holmes (2013:284) adds when people requests something, they tend to use the word "*please*" in their utterance.

2.4.3 Prohibition

Prohibition can be recognized when the utterance uses "*don't*" marker. In other word, prohibition is the negation of ordering utterance. Searle et al (1980:163) adds that prohibition can happen when both speaker and the hearer are in the special circumstance. They should also have same background knowledge. Therefore, if the speaker forbids the hearer to do something, it can be fully accepted by the hearer.

2.4.4 Suggestion

In uttering words, suggestion can be profitable to the hearer. The speaker who suggests something to the hearer usually puts themselves in a lower position. Suggestion can be marked using negative form like "*why don't...*" or using modal (can, should, may, might, etc).

2.5 Felicity Conditions

Felicity condition is a condition where the utterance can be categorized as a proper speech act based on felicitious or infelicitious. Searle in Holtgraves (2002:6) proposes felicity conditions which is divided into four conditions:

2.5.1 Propositional content

Propositional content is related to the future action done by the hearer. It usually appears in the promise utterance which refers to the performing of future act.

2.5.2 Preparatory condition

In preparatory condition, the speaker should have a belief to the hearer in performing act.

2.5.3 Sincerity condition

In performing utterance, it contains the psychological states which is related to its propositional content.

2.5.4 Essential condition

In performing the utterance, there should be a commitment to do something.

2.6 Illocutionary Force

Yule (1996:48) states that illocutionary force is an illocutionary act which is performed in order to fulfill the communicative purpose of the utterance. Searle and Vanderveken (1985:1) say that illocutionary force can be recognized by the use of mood, punctuation, word order, intonation contour, and stress. The following is six components of illocutionary force:

2.6.1 Illocutionary point

Illocutionary point describes the obvious intention of the speaker when revealing utterance. The intention of the utterance can tell people about how the things are. For instance, command and order utterance have an intention to get people to do things. By uttering illocutionary point until the speaker and the hearer achieve the intention, it can be defined that the purpose of the utterance succeeds.

2.6.2 Mode of achievement

Mode of achievement relates to the way or condition of achieving the purpose of illocutionary point.

2.6.3 Propositional content condition

Propositional content condition is related to the future action which is performed by the speaker (in promise utterance) or the hearer (in commanding or ordering utterance). It is also affected by illocutionary point.

2.6.4 Preparatory condition

In preparatory condition, the purpose of illocutionary point can be achieved through the belief of the hearer toward the speaker.

2.6.5 Sincerity condition

Sincerity condition is actually related to the expression of psychological state of the speaker. Therefore, the psychological state can rise when the speaker starts performing an illocutionary act. The psychological state itself can determine whether the speaker is sincere or insincere. If the speech act is sincere, it means that the intention or the purpose is achieved successfully.

2.6.6 Degree of strength

Each intention which contains illocutionary point of the utterance has different degree of strength. For instance, commanding and order have stronger degree of strength compared to request utterance. It happens because in commanding or ordering, the position or status of the speaker and hearer are considered.

CHAPTER III

RESEARCH METHOD

3.1. Type of Research

The research can be categorized as descriptive qualitative research, since the research wants to describe, identify or observe the reserach's object. Therefore, the data which is obtained from the identification or observation process will be analyzed using the theory of Yule and Searle. According to Thyer (2010:120) by using descriptive type of research, the question "who, what, when, where, and how" can be answered. Meanwhile, Noor (2011:34) claims that in conducting qualitative research, the researcher can use data as the basis of the research.

3.2. Data Source, Population and Sample

3.2.1. Data Source

The unit of data analysis is utterance containing directive illocutionary act taken from *13 Reasons Why* web TV series. *13 Reasons Why* web TV series produced by Brian Yorkey was developed by Netflix in 2017. It has 13 episodes with an hour duration for each episode. *13 Reasons Why* is an American drama which concerns at social issues like bullying, sexual harassment, mental health issue and suicidal phenomena happened in the high school life.

3.2.2. Population and Sample

The population used in this research is all the utterances containing directive illocutionary act spoken by Jessica, Justin, Bryce and Hannah in *13 Reasons Why* web TV series. Meanwhile, the sample which is used for the research is taken from the representative of the population. Beside that, the research used purposive sampling technique. Therefore, the writer took the data

based on the utterances containing directive illocutionary act spoken by Jessica, Justin and Bryce as the preperators and Hannah as the victim in all episodes.

3.3. Method of Collecting Data

In collecting data, the writer uses non-participant observation method. According to Sudaryanto (2015:203), observation method has the same position with *simak* method. In addition, it can be said as non-participant because the writer works as observer instead of participating or taking a part in the research. The research is conducted to examine the meaning of language. First, the writer transcribes the utterances spoken by the main character of the series. Then, the utterances are recorded using note taking technique. Finally, the utterances are classified or grouped based on the appropriate kinds of directive illocutionary act.

3.4. Method of Analyzing Data

In analyzing the data, the writer uses pragmatic identity method or *padan pragmatik*. According to Sudaryanto (2015:15), the parameter used to classify whether the data using identity or distributional method is the speech organ, referent, other language (*langue*), interlocutors and the punctuation or letter writing. Meanwhile, if the research is in pragmatics field, the method which is used is referential method. On the other hand, this research focuses on the directive illocutionary act which means that the utterance is related to the imperative sentence or imperative utterance. Imperative sentence itself can give an impact to interlocutors to do something. The following are the steps done by the writer in analyzing the data:

- a. The writer downloaded *13 Reasons Why* web TV series at the <http://melongfilm.in/13-reasons-why-s1-2017/>

- b. The writer also downloaded the transcripts of the whole episodes at the https://www.springfieldspringfield.co.uk/episode_scripts.php?tv-show=13-reasons-why-2017
- c. The writer took a note every utterances containing directive illocutionary act.
- d. Then, the writer classified or categorized each utterance based on the theory of directive illocutionary act proposed by Searle and Yule.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains analysis of the collected data. It presents the kinds of directive illocutionary act such as commanding, requesting, prohibition and suggestion in *13 Reason Why TV* series which is analyzed using Searle and Yule's theories.

4.1 Direct Speech Act

4.1.1 Command

- a. The utterance is in episode 1, minute 35:18

Context : Justin meets Hannah for the first time on Hannah's party. Because he is interested in Hannah, he starts to pay attention at her. After the party, coincidentally Justin meets Hannah in the school on the way home. At the same time, Hannah has a conversation with Clay Jensen but she gets interrupted by the presence of Justin. Justin suddenly offers her to drive home but she refuses. She tells that she wants to go home by school bus. After Hannah gets on the school bus, Justin catches her up and asks her phone number directly.

Conversation:

Justin : So, could I like maybe get your number or something?

Hannah : Or something? So, I could give you my number or give you some fake nuclear launch codes?

Justin : I'll just take your number

Hannah : I'll just take your phone

Justin : Huh?

Hannah : One, **you give me your phone**. Two, I put my number into it

Justin : Okay, right, right, right (Justin takes out his phone from the pocket)

Analysis:

The bold utterance means that Hannah commands Justin to give his phone to her. In this case, Justin is approaching Hannah. He also wants to have an intimate conversation and close relationship with Hannah. Previously, Justin tries to approach Hannah more by asking her phone number and she agrees on giving her phone number to Justin. Consequently, Hannah decides to ask Justin to give his phone. The intention of command utterance is to make Justin doing something in accordance with Hannah's want. Hannah's utterance which is related to the concept of making the world fit word can be identified as commanding because the utterance is constructed of *you* and imperative form. Moreover, the intention of the utterance will give a benefit to the speaker.

The utterance spoken by Hannah can be indicated as a successful command utterance because Justin as the hearer can fulfill what the speaker's command. Hannah believes that Justin can fulfill her desire and get an advantage by uttering it. Hannah commands Justin because she thinks that they are already close to each other. Beside that, Justin also has an intention to approach her so she feels that it will be okay to command him. In commanding utterance, Hannah and Justin tend to use informal language because they are in the same grade of high school and they start to have a closer relationship.

- b. The utterance is in episode 1, minute 39:41

Context: On the day when finally Justin and Hannah decide to hang out together, they promise to meet at the playground. They have fun together and play slide alternately. Justin slides first and commands Hannah to slide after

him. Hannah thinks that everything will go well. However, something bad starts happening when they play rocket slide.

Conversation:

Justin : How was that?
 Hannah : That was pretty good
 Justin : Yeah, you liked it?
 Hannah : Yeah
 Justin : All right, **your turn**
 Hannah : My turn?
 Justin : Yeah
 Hannah : Okay

Analysis:

The words “*your turn*” indicates a command utterance. The utterance’s intention is to make the hearer to do something. Based on Justin’s utterance, Hannah as the hearer is commanded to slide after him. Justin who slides first then commands Hannah to take a turn politely. After he slides, he asks Hannah her opinion about his slide. Hannah says that it is cool and she likes it. That is why Justin commands Hannah to slides after him because she has to feel when sliding on the rocket slide. The performed action done by Hannah can give a benefit to Justin since Justin can kiss Hannah directly after she slides. Not only kissing Hannah but Justin also takes photo of her underwear. As a result, this incident actually brings Hannah to get a pressure since her photo is spread to her friends.

Justin’s utterance contains an assumption and a belief in which Hannah can fulfill his want. Justin actually really wants Hannah to slide in the rocket slide. Knowing that Justin begs her sincerely, she decides to slide. Her performed action shows that Justin’s utterance can be achieved by Hannah as

the hearer. Consequently, this utterance actually gives an advantage for Justin because the utterance can be performed successfully.

- c. The utterance is in episode 2, minute 19:03

Context: After the school ends, Hannah and Jessica go to Monet's Coffee as usual. They spend time there all the day and talk about Jessica's new top. Jessica feels insecure because her arms will look fat when she wears it. However, Hannah tries to make her sure that it will not. At the same time, Hannah realizes that there is someone who pays attention at them. Hannah checks it out and finds a stalker looking at them. He is a male with blonde hair called Alex.

Conversation:

Hannah : Uh-oh. We've got a stalker

Jessica : Where?

Hannah : **Play it cool.** Three o'clock

Jessica : It's after three

Hannah : No, three o'clock. Directional

Analysis:

The command utterance in bold shows that Hannah actually commands Jessica to keep relax about her gesture. She also commands not to look at the stalker too obvious because Hannah does not want to be found out that they already realize the presence of the stalker. The bold sentence can be a command utterance because Hannah wants Jessica to do something. Another reason is that its marker can be an imperative utterance in which it uses verb phrase as a command marker. In this case, Hannah has a belief that Jessica will fulfill her want because in the conversation Hannah knows the detail of the situation. By uttering the words, there will be a future action done by Jessica which will be profitable for Hannah. The performed action is a careful act when she checks out at the stalker.

This utterance can be categorized as a command because the speaker's want should be fulfilled by the hearer. Even though the speaker and the hearer do not have a different position but they already have an intimate relationship as best friend. It can be a reason that Hannah can command Jessica to do what she wants. As a result, the commanding utterance spoken by Hannah is a successful commanding utterance after it is fulfilled by Jessica as the hearer.

In addition, the strong belief can also support the success of the utterance.

- d. The utterance is in episode 2, minute 19:11

Context: After the school ends, Hannah and Jessica go to Monet's Coffee as usual. When they are talking to each other, Hannah realizes that there is someone who pays attention at them. Hannah checks it out and she finds a stalker who looks at them. Then, Hannah tells Jessica to look at him.
Conversation:

Hannah : No, three o'clock. Directional

Oh, my God, your dad is a fighter pilot

Jessica : He's a logistics expert, mostly

Hannah : **Look over there**

Jessica : He's checking you out

Hannah : He's checking you out

Analysis:

The bold utterance contains command utterance because it has intention to command someone to do something. Explicitly, Hannah as the speaker commands Jessica as the hearer to look at the stalker. Therefore, she will know how the stalker looks like. After Hannah conveys her command utterance, Jessica shows her reaction by checking out to the stalker. Knowing that Jessica looks at him, he suddenly looks at them back. That is why Jessica assumes that he checks at Hannah out and vice versa. After the conversation,

Hannah and Jessica decide to approach him and talk to him. They also decide to make friends with him.

Hannah's utterance is actually constructed of imperative form. By uttering the utterance the speaker has an assumption that the hearer will do her said. By having a belief of willing to do something, the speaker is sure that the hearer will achieve the intention of her utterance. The utterance saying "*he's checking you out*" has an explicit meaning that the hearer has already performed an action.

- e. The utterance is in episode 2, minute 29:45

Context: Hannah is covering for Karin to work in Cresmont Theatre.

Suddenly Hannah feels surprised by the coming of Jessica. Jessica actually comes to watch a movie. Previously, Hannah thinks that she will not talk to her again after their conflict. In the ticket window, Hannah shows her friendliness like before but Jessica feels awkward by the meeting with Hannah all of sudden. Implicitly, Jessica goes to the theatre on Wednesday because she wants to avoid Hannah. Unfortunately, she is ended up by meeting and talking with Hannah.

Conversation:

Jessica : You don't work Wednesdays

Hannah : I'm covering for Karen

Jessica : Oh, okay. Yeah. That's cool

Hannah : I guess. She's in a junior college play, *A Few Good Men*, which is so not the story of her life. (Hannah gave her a ticket)

Jessica : Oh, thanks

Hannah : **Put it away**. What good is having a best friend who works at the movies if you can't get in for free?

Analysis:

The words “*put it away*” can be categorized as command utterance in the form of imperative utterance. Meanwhile, the intention of the utterance is to command the hearer to do something. It means that Hannah as the speaker wants Jessica to do something to make the world fit the words. The utterance means that when Jessica comes to Cresmont and suddenly meets Hannah, Hannah gives a free ticket to watch movie. Hannah does this because she thinks that as her best friend who works in the theatre, she can give her a free ticket whenever she wants to watch a movie. Therefore, Jessica does not need to pay the ticket. Based on their good relationship as a friend, Hannah as the speaker believes that Jessica will take the free ticket without rejection. Therefore, it will be profitable for Hannah because Jessica can do what Hannah’s want. Jessica finally agrees to take the ticket freely. It means that the command utterance can give a future effect for the speaker.

- f. The utterance is in episode 5, minute 38:34
Context: Hannah attends the party held by school. She has fun and meets her friends especially Jessica. Jessica who broke up from Alex starts being approached by Justin. Hannah does not mind the happening rumor between Alex and Jessica since her relationship with Jessica as friend starts back to normal. Throughout the party, Hannah realizes that Jessica is drunk. Therefore, Hannah as her friend who should be responsible to drive her home.
Conversation:

Jessica : I really like Justin. He's nice

Hannah : You shouldn't. He isn't

Hannah : There's water and crackers in the armrest thing. You should eat

Jessica : Fine

Hannah : Okay. **Watch your leg**

Analysis:

The utterance spoken by Hannah is categorized as a command utterance in the form of imperative. The utterance indicates that Hannah commands Jessica to do something. Jessica is drunk after joining the party. Therefore, Hannah decides to drive her home because she is afraid if let Jessica joins the party little longer. Hannah holds her hand and brings her to the car. Hannah also helps her to sit in the right position. Knowing that Jessica begins to lose control of herself, Hannah decides to help her by putting her feet in the right position.

Hannah assumes that by uttering the utterance, Jessica will do what she said. Therefore, if Jessica fulfills what Hannah said it means that Hannah will drive safely. Jessica gives response to Hannah by putting her foot to the car with the proper position. The performed action done by Jessica shows that the utterance spoken by Hannah can achieve its intention. Moreover, the performed action can give a benefit to the speaker. In this case, the benefit for the speaker can be showed by Hannah who can drive safely.

g. The utterance is in episode 12, minute 39:37

Context: After getting stress, Hannah decides to walk around. She unconsciously arrives at Bryce house. She finds out that Bryce throws a party. There are a lot of friends who comes at Bryce's. Hannah walks and greets some friends. Suddenly, Jessica calls out her name and requests for help.

They converse for a while until Jessica requests her to get in to the hot tub.

Conversation:

Jessica : Have you been here all night?

Hannah : No, I just got here

Jessica : Hannah, **don't just stand there, get in**

Hannah : I didn't bring a bathing suit

Analysis:

The utterance is categorized as a command utterance because it contains an illocutionary act which has intention to make the hearer to do something based on what the speaker's want. The speaker who is Jessica actually wants Hannah to get in the hot tub. Jessica does this because she assumes that Hannah should enjoy the party and have fun with all of her friends. Therefore, it will be better for Hannah to join Jessica bathing in the hot tub. Hannah responds her by saying that she does not bring her bathing suit. This utterance can be indicated that Hannah actually rejects Jessica's command. However, Hannah eventually decides to join them to bath in the hot tub.

In addition, Jessica previously believes that Hannah will join her in the hot tub. Jessica is sure that Hannah will fulfill what she wants, since they are friend. On the other hand, their status of a close friend will have an psychological effect for Hannah. In Hannah's mind, she will feel that Jessica turns to be nice again and her invitation is a good chance to fix their friendship. Eventually, Hannah as the speaker can achieve the aim of Jessica's utterance. Hannah can show her future action by joining Jessica in the hot tub. This can be an indicator that Jessica's utterance is felicitious. Moreover, Hannah's performed action actually causes a big change to her life since she is abused by her friend.

The structure of the utterance which is imperative for means that the speaker commands the hearer directly. The imperative is usually used for command utterance. Based on the context of the situation, the utterance

spoken by Jessica as speaker shows that it is profitable for the speaker in revealing her intention.

4.1.2 Request

- a. The utterance is in episode 1, minute 35:18
 Context: Justin decides to catch up Hannah to the school bus. He has an initiative to go home with her. Afterwards, Justin asks Hannah about her attendance on geometry class with Mr. Bates. He does this just to build a topic between both of them. Their conversation is finally ended up by Justin who requests her phone number.
 Conversation:

Justin : You clearly don't have geometry with Mr.Bates fifth period
 Hannah : You did research
 Justin : No. Yes, I mean I don't know, maybe
 Hannah : I like it.It shows initiative
 Justin : So, **could I like maybe get your number or something?**

Analysis:

The bold utterance indicates requesting utterance which means the speaker has intention to request the hearer to do something. It means that Justin as the speaker requests Hannah to give her phone number because Justin is interested in Hannah. He actually wants to make a close relationship with Hannah. Based on the context of the conversation, instead of requesting directly Justin tends to make a small talk at first. When the conversation starts running smoothly, he finally requests her to give the phone number politely. Justin assumes and believes that Hannah will give him her phone number.

The utterance can be felicitous because Hannah as the hearer eventually can achieve the intention of Justin's utterance. She requests back Justin's phone to type her number as the performed action showed by

Hannah. The utterance also can be classified as polite request utterance since it uses interrogative construction.

- b. The utterance is in episode 2, minute 35:32

Context: In one afternoon after the end of the class, Jessica suddenly approaches Hannah. She says that she wants to talk with her. Hannah knows what is going on and what Jessica will talk about. The problem between both of them is caused by Alex, their close friend. Jessica, Hannah and Alex never mingle with each other anymore since the problem comes. The problem starts happening after Alex decides to have a relationship with Jessica and cut his friendship with Hannah.

Conversation:

(Hannah: When Jessica has something on her mind, she lets you know)

Hannah : What?

Jessica : **We need to talk** (goes away)

(Hannah: And I knew what she wanted to talk about)

Analysis:

The bold utterance indicates a request utterance. Jessica as the speaker has an intention to make Hannah as the hearer to do something based on her want. In this case, Jessica wants Hannah to talk about something important related to their issue with Alex. Implicitly Jessica also wants her to go to Monet's Coffee to talk about the thing because there is an important issue between both of them which needs to be solved. Jessica's request utterance is spoken in the form of declarative. Jessica actually does not force Hannah to follow her to Monet's Coffee so Hannah can choose whether she wants to fulfill it or not. Hannah gives response to Jessica by following her to go to Monet's. As a result, the performed action showed by Hannah can indicate that the request utterance is successful.

- c. The utterance is in episode 12, minute 38:43

Context: After getting stress, Hannah decides to walk around. She unconsciously arrives at Bryce house. She finds out that Bryce had a party. There are a lot of friends who comes at Bryce's. Hannah walks and greets some friends. Suddenly, Jessica calls out her name and requests for help. She wants Hannah grab her a pizza next to her.

Conversation:

Jessica : Hannah! Hannah Baker!

Hannah : Hey, Jess

Jessica : **Can you do me a huge favor and grab me a slice of pepperoni?**

Hannah : Sure

Analysis:

The bold utterance can be indicated as request utterance. It has a function to make someone do something. Its element of illocutionary act makes the world will fit the words. Based on the utterance, Jessica as the speaker requests Hannah to grab a slice of pepperoni pizza for Jessica. The first thing that makes Jessica requests Hannah is that Hannah and Jessica are a friend. Therefore, requesting Hannah is not a big deal since they are friend. The second one is because Hannah is standing beside the place of the pizza so it will easier for Jessica to request for help. Jessica as Hannah's friend believes that Hannah as the hearer can fulfill the request of Hannah and she also assumes that fulfilling her want is not a big deal.

Eventually, Hannah can achieve what the speaker's want by doing a future action. Hannah grabs a pizza for Jessica. It means that the request utterance is felicitous since Hannah does what Jessica's want. Therefore, the aim of request utterance which makes an advantage for the hearer is

succeeded. The structure of the utterance basically uses an interrogative form.

Therefore, it indicates that the speaker utters her request directly.

- d. The utterance is in episode 12, minute 45:43

Context: Hannah is walking aimlessly and feeling desperate after what happened to her. She keeps going ahead until accidentally she arrives at Bryce house. At the same time, Bryce is having a party for his friends at his house. Hannah decides to attend it in order to release her stress and her sadness. She meets her friends, Justin, Jessica and Zach who are bathing in hot tub. They ask Hannah to get in and she agrees. When the party is over, Hannah is still bathing in the hot tub. Suddenly, Bryce gets in and approaches her. Hannah starts feeling uncomfortable of Bryce's treatment to her. Bryce gets closer to Hannah and suddenly he rapes Hannah.

Conversation:

(Hannah: If you are lucky, you live a long life and one day your body stops working and it's over)

Hannah : Please, Bryce

Bryce : **Just relax, just relax.** (Bryce whispers) We'll go nice and easy

Analysis:

The request utterance spoken by Bryce indicates that Bryce as the speaker wants Hannah as the hearer to do something. Bryce requests Hannah to relax of what he has done. In this case, Bryce rapes and abuses Hannah. Hannah which can not do anything starts feeling desperate because she can not ask for help to anybody. The intention of Bryce's utterance is that requesting Hannah to relax so that Hannah will not be hurt physically. Hannah tried to escape but ended up fruitless. In Bryce's statement, he utters it softly and makes a friendly situation so Hannah will not reject and fight him back. Finally Hannah responses Bryce by keeping quiet and doing

nothing. The perform action done by Hannah indicates that Bryce's request is successful. One thing supporting the success of the utterance is that Bryce believes that Hannah will obey his words and will get what he wants. Besides, the utterance is profitable for Bryce as the speaker because it relates to what he wants. Previously, Hannah shows her rejection by saying "*please, Bryce*" and hopes that he will release and let her go without doing something. Bryce's utterance also has a big impact to Hannah's live. Since he rapes her and takes everything she has, Hannah starts feeling hurt physically and psychologically because Bryce already takes her opportunity to stay alive.

4.1.3 Prohibition

- a. The utterance is in episode 2, minute 38:00

Context: The conflict between Hannah, Alex and Jessica becomes more complicated. Jessica accuses Hannah as the reason why she and Alex break up whereas Hannah does not know if Alex and Jessica already broke up. She just knows that they are in a good relationship. That is the reason why Hannah decides to avoid her. After the school ends, Jessica asks Hannah to meet at Monet's Coffee to talk about what is going on with their friendship. Suddenly, Jessica's emotion grows bigger and starts to accuse Hannah for her broken relationship. Hannah calmly asks Jessica to explain the truth about her relationship with Alex. Jessica gives her a piece of paper which makes her mad at Hannah. The piece of paper which is actually made by Alex contains the list of girls who have hot body. Hannah's name which is written down on the paper is the cause of Jessica's anger. Hannah explains that it does not mean anything for her. However, Jessica can not believe Hannah anymore.

Conversation:

Jessica : Maybe I was afraid of something like this

Hannah : Something like what? (Jess put the the paper on the table and read by Hannah)

Hannah : Jess. You know this doesn't mean anything.

Jessica : **Don't act innocent**

Hannah : But I am. I had nothing to do with this. Alex did this on his own.

Analysis:

The bold utterance spoken by Jessica is prohibition utterance. Jessica prohibits Hannah not to act as an innocent for what she did. In this case, Jessica accuses Hannah as the cause why Alex wants to end their relationship. However, Hannah feels that she does not do anything. Based on the list on the paper which is written by Alex, Jessica also accuses that Hannah betrays her by having a relationship with Alex.

Jessica utters the words in order to make Hannah stops becoming an innocent and starts admitting her mistake for Jessica's breakup. Jessica has a faith that in the end Hannah will admit her mistake. However, Hannah gives response by standing up and explaining that she is truly an innocent. She adds that she does not have any business with their relationship since they Jessica and Alex already cut their friendship.

Jessica as the speaker constructs the utterance using direct directive illocutionary act. It can be shown by using the word "*don't*" which indicates forbidding utterance. Since she has a close relationship with Hannah, Jessica uses non-formal and direct utterance.

- b. The utterance is in episode 12, minute 43:02

Context: Hannah is attending Bryce's party inadvertently. She just walks around her block and suddenly she arrives at Bryce house. Hannah meets and greets Justin, Jessica and Zach who are bathing in the hot tub. They asks Hannah to join them. Surprisingly, Hannah agrees their request to bath in the hot tub. When the party is almost over, they leave Hannah alone in the hot

tub. Suddenly, Bryce comes in and joins Hannah at the hot tub. Hannah starts feeling uncomfortable and upset. She decides to end up her bathing time.

However, Bryce tries to block her out and asks her to bath a little longer.

Conversation:

Hannah : Well, uh, I'd better get going. My parents are probably super worried by now
 Bryce : You just got here
 Hannah : Sorry, I gotta go
 Bryce : **Don't go.** We're just having fun
 Hannah : Bryce! (gasping)

Analysis:

The bold utterance contains prohibition utterance in which it refers the speaker who prohibits the hearer to do something. Meanwhile, the intention of prohibit utterance is to prohibit someone to do something. Bryce as the speaker actually prohibits Hannah as the hearer to go from the hot tub. Bryce wants Hannah to stay a little longer. Bryce tries to change her mind by uttering the prohibition. As a result, Bryce can make Hannah to stay with him in the hot tub. Bryce's prohibition is conveyed because he is interested in Hannah. As a result, Bryce is succeeded on changing Hannah's mind and it means that he can achieve the intention of his utterance.

The utterance spoken by Bryce is constructed by using "*do not*" marker in which it shows that the speaker has a strong intention on his utterance. Meanwhile, by saying the utterance Bryce wants Hannah to do something by staying at the hot tub. He also assumes that Hannah can give a response based on what he thinks. Therefore, Bryce wants Hannah to do what he said. The utterance can be categorized as felicitous and successful utterance because at the end Hannah as the speaker gives response by staying at the hot tub. It means that the intention of Bryce's utterance is achieved.

4.1.4 Suggestion

- a. The utterance is in episode 1, minute 32:01

Context: Hannah actually wants to meet Justin after her first meeting in her party. She purposely waits Justin in front of his class. When the bell rings and Justin walks out of the class, Hannah approaches him and run into him purposely. She does it because she wants to get more attention from Justin.

Conversation:

Hannah : Whoah. **Careful**, there

Justin : I'm sorry about that

Hannah : Geometry with Bates. No wonder you're in a hurry

Justin : Oh, you have him too?

Hannah : Fifth period

Analysis:

The bold utterance indicates a suggestion. It is also can be categorized as an illocutionary act because the intention of suggestion is to make someone to do something which is related to the concept of making the world fit the word.

Based on the utterance, Hannah as the speaker wants to suggest Justin to be careful when walking. By saying the utterance, the speaker actually gives her opinion about the hearer's action. Therefore, the hearer can get an advantage of what the speaker said. Instead of using a complete utterance to show the explicit meaning, the speaker tends to speak using adverb marker in the form "*careful, there*". However, it has an obvious meaning in which Justin as the hearer should be more careful when walking. Hannah conveys the words because she thinks that Justin can achieve the intention of her utterance. On the other hand, she also hopes that her utterance will be done by the hearer even though it is not an obligation to be fulfilled.

b. The utterance is in episode 1, minute 34:11

Context: On the way home, Hannah meets Clay at the school area. She asks him to send his French notes by email because she does not understand yet

about the material. When they are talking to each other, suddenly Justin and his friends who rides a car appear in front of Hannah and Clay. Justin spontaneously offers Hannah a ride.

Conversation:

Hannah : Hey, Helmet

Clay : Hey

Hannah : Can you email me your French notes? I can't understand Madam Steinberg. It's like she's speaking German

Clay : Sure

Justin : (Suddenly appears in front of Clay and Hannah) **Ride home?**

Analysis:

The bold utterance is a suggestion. The suggestion reveals the explicit meaning of suggesting someone to do something. Moreover, the utterance can be categorized as illocutionary act which has a purpose of making the world fit the words. Explicitly, by uttering the words Justin as the speaker suggests Hannah to come home with him. Therefore, Justin tries to offer her a drive. The offering point of Justin's utterance does not contain an obligation. The hearer can choose to obey it or not. If the hearer can obey the suggestion, she will get an advantage by doing it. Justin as the speaker tends to use interrogative form. Meanwhile, when uttering the utterance he believes that Hannah as the hearer will do what he said. However, at the end she does not say yes of his offering.

c. The utterance is in episode 2, minute 37:28

Context: In the Monet's coffee, Jessica meets Hannah to talk about something. Hannah actually realizes about what Jessica wants to talk. It is about the reason why Jessica is so mad at her. It is about Alex's list. Jessica explains that the reason why Alex breaks up with her is because Hannah. However, Hannah reveals that she has nothing to do with Alex and she does not know that Alex decides to break up with her. That is the reason why

Hannah feels dissapointed with her and hopes that Jessica can tell her about her broken relationship with Alex.

Conversation:

Hannah : No! How could you even. Of course not! He likes you, you like him. I'm the one who's out

Jessica : Yeah, and that pissed you off, didn't it?

Hannah : A little. I mean It made me sad. **Why didn't you just tell me?**

Jessica : Maybe I was afraid of something like this

Hannah : Something like what?

(Jess put the the paper on the table)

Analysis

The bold utterance can be categorized as the suggestion utterance because it contains an intention to suggest someone to do something. Related to the concept of illocutionary act which makes the world fit the word, the utterance above also has the same concept. The performed action which is done by the hearer can be indicated that the utterance successfully achieves the intention of the utterance. Meanwhile, the suggestion can be constructed by using negative-interrogative utterance.

The utterance itself also means that Hannah suggests Jessica to tell her first about Jessica's problem with Alex and the reason why they decide to break up. If the suggestion is done by Jessica, the complicated misunderstanding between Hannah and Jessica will not happen and bring them into prolonged problem which can cause the death of Hannah. Actually, by uttering the words Hannah really hopes that before their argument happened Jessica can tell the real story between her and Alex. Hannah assumes that by uttering the suggestion, the fight between them will end and

Jessica can calm down. However, Jessica does not give a response of Hannah's utterance by explaining the problem.

The performed action as the response of the utterance is that Jessica pulls the paper out of her bag. The paper itself contains the list of their girl classmates who have hot body and not. As a result, this can be mentioned that the performed action is appropriate based on the intention of the suggestion utterance.

- d. The utterance is in episode 5, minute 38:34

Context: Hannah attends the party held by school. She has fun and meets her friends especially Jessica. Jessica who already breaks up from Alex starts being approached by Justin. Hannah does not mind the happening rumor in the school because their relationship as friend seems back to normal. Throughout the party, Hannah realizes that Jessica is drunk so Hannah as her friend should be responsible to drive her home. In the car, Jessica says that she really likes Justin. In contrary, Hannah responses that she should not like Justin because he is not as kind as she thinks. After a while, Hannah also says that she should eat the crackers to relieve her drunk.

Conversation:

Jessica : I really like Justin. He's nice

Hannah : **You shouldn't.** He isn't

There's water and crackers in the armrest thing. **You should eat**

Jessica : Fine

Hannah : Okay. Watch your leg

Analysis:

The two utterances indicate suggestion. Both of them can be categorized as suggestion because they explicitly suggest someone to do something. The utterances who can make the world fit the word are uttered to give suggestion or option to someone in deciding something. The two

utterances have different form of suggestion. First utterance shows that the speaker tends to use negative statement to suggest. Second utterance explains that she uses positive utterance. The first utterance has a meaning that Hannah suggests Jessica to dislike Justin. Because based on Hannah's experience, Justin is not as kind as she thinks. Moreover, he ever treated Hannah badly. Then it makes Hannah being bullied by all of her friends in school. Hannah tries to change Jessica's mind because Hannah cares about Jessica. Hannah assumes and believes that by suggesting to dislike Justin, Jessica will do it since they are friend. Therefore, if it happens it will make the intention of the utterance is achieved. Jessica then shows that she finally stays loving Justin until they dates.

Next, the second utterance means that Hannah suggests Jessica to eat the crackers to relieve her drunk. By uttering it, Hannah believes that Jessica will do her suggestion because Jessica has not have a good condition. Therefore, when her assumption can be done by Jessica, it means that her intention of the utterance can be fulfilled. Meanwhile, the fact shows that Jessica responds the utterance by doing what Hannah tells. It means that the intention of the utterance is successfully achieved.

e. The utterance is in episode 12, minute 39:41

Context: After getting stress, Hannah decides to walk around. She unconsciously arrives at Bryce house. She finds out that Bryce has a party. There are a lot of friends who comes at Bryce's. Hannah walks and greets some friends. Suddenly, Jessica calls out her name and requests for help. They converse for a while until Jessica requests her to get in to the hot tub.

However, Hannah tells her that she does not bring a bathing suit. Jessica eventually suggests her to use her underwear.

Conversation:

Jessica : Hannah, don't just stand there, get in

Hannah : I didn't bring a bathing suit

Jessica : So? **Wear your underwear**. Everybody else is

Analysis:

The utterance above is a suggestion. It indicates that it suggests someone to do something. It actually relates to the concept of illocutionary act which makes the world fit the words. The speaker who is Jessica actually wants Hannah to wear her underwear because she does not bring her bathing suit. As Hannah friend, Jessica assumes and believes that Hannah can receive her suggestion. Instead of categorizing as commanding or requesting, the utterance is categorized as suggestion. Related to the context of the situation, Jessica tends to suggest Hannah to wear her underwear instead of requesting her to wear underwear. Even though, the structure of the utterance uses imperative form it contains suggestion meaning.

4.2 Indirect Speech Act

4.2.1 Request

- a. The utterance is in episode 1, minute 34:48

Context: On the way home, Hannah approaches Clay who walks home alone.

Hannah asks Clay to send her his French notes by email because she can not understand the lesson. However, suddenly Justin and his friend, Zach appear riding a car and stop in front of Hannah and Clay. Justin offers Hannah to go home with him. His offer is rejected by Hannah because Hannah will go home using the school bus. Hannah decides to go first by the school bus. Yet,

Justin runs into her and asks him to sit next to her.

Conversation:

Justin : **Hey, is that seat taken?**

Hannah : You don't take the bus

Justin : I don't? Well, then, I guess it's your lucky day

Analysis:

The bold utterance indicates request utterance because Justin as the speaker requests Hannah as the hearer to do something indirectly. Based on the utterance, Justin who is interested in Hannah uses many ways to approach her like asking her to go home together so he can go on date with her. Yet, Hannah rejects it and she says that she goes home by school bus. Instead of requesting directly like "*can I sit here next to you?*", he tends to ask her whether the seat is taken or not. It can be indicated that he wants Hannah to assume that he is a polite and nice guy.

Meanwhile, Hannah also does her action on purpose in which she wants Justin to take the initiative on approaching her. It can be said that Hannah also provokes Justin to approach her. Therefore, he decides to go over her and make a surprise for Hannah. Implicitly, Justin makes a good talk by requesting to sit next to her. By uttering the words, he hopes that Hannah will understand what he means. Justin as the speaker can not force Hannah to answer his request by saying "yes". Yet, it depends on the hearer about what she will answer. Hannah eventually gives response indirectly. At first, she asks back why Justin does not take the bus but at the same time Hannah moves his body so Justin can sit beside her. The request utterance here is applied using interrogative utterance.

The speaker's intention when conveying the utterance is to get the advantage of what he said to the hearer. It means that by uttering the utterance Justin can talk to Hannah intensively in which it is very profitable for him. Therefore, Justin also hopes that Hannah can give a permission to sit besides

her. He also has an assumption that Hannah is capable to fulfill his want. This utterance can be categorized as a successful requesting utterance because

Hannah as the hearer can achieve what the speaker's want.

- b. The utterance is in episode 2, minute 16:02

Context: Hannah and Jessica accidentally meet in the counseling office. Both of them will meet Mrs. Antily to get a counseling since they are new students. Mrs. Antily deliberately brings them together because she wants them to make a friend. In the middle of the conversation, both Hannah and Jessica disagree if they have to make a friend. After the counseling is finished, both of them are on the way home and passing the same direction. Surprisingly they start talking to each other and decide to hang out together.

Conversation:

Jessica : Where are you going anyway?

Hannah : Home. I live on Bristol. You?

Jessica : I'm going to Monet's for a hot chocolate

Hannah : Hot chocolate. Intriguing. Especially as the day is warm

Jessica : Hot chocolate is the cure for all things shitty in life

Hannah : Huh. **I got shit that needs curing, too**

Analysis:

The bold utterance indicates requesting utterance. It implies indirectly that Hannah requests Jessica to do something which is to follow her to go to Monet's to cure themselves. On the other hand, Jessica shows that she agrees to go to Monet's with Hannah since they want to know each other as a friend.

Based on the utterance, Hannah as the speaker tends to use indirect request in the form of statement. The indirect statement shows implicitly that what happened in the counseling room is an annoying thing. That is the reason why Hannah requests Jessica who feels the same way as she feels to go to Monet's in order to cure themselves and bring their mood back. Even

though Jessica and Hannah become friends, she does not feel awkward to request Jessica directly.

Request utterance transforms what is in the world to fit the word so it should give an effect or an action in the future. The future action can be Jessica's permission to follow her to go to Monet's and spends time with her all the day. Meanwhile, in request utterance Hannah as the speaker has high desire so that Jessica will fulfill her request.

- c. The utterance is in episode 2, minute 19:03

Context: After the school ends, Hannah and Jessica go to Monet's Coffee as usual. They spend time there all the day and talk about Jessica's new top. Jessica feels insecure because her arms will look fat when she wears it. However, Hannah tries to make her sure that it will not. At the same time, Hannah realizes that there is someone who pays attention at them. Hannah checks it out and finds a stalker looking at them. He is a male with blonde

hair called Alex. Conversation:

Hannah : Uh oh. We've got a stalker

Jessica : Where?

Hannah : Play it cool. **Three o'clock**

Jessica : It's after three

Hannah : No, three o'clock. Directional

Analysis:

The bold utterance can be indicated as requesting utterance which requests something indirectly to the hearer. The utterance which is constructed using noun phrase actually is aimed to make someone to do something. Related to the concept of directive point which makes the world fit the words, the utterance has a meaning that Hannah as the speaker requests Jessica as the hearer to do something. Hannah actually requests her to look at the 3 o'clock direction or simply at her right side. Hannah does not reveal it

directly because she feels worried that they will be found out by the stalker. By uttering it, Hannah hopes that Jessica will look at the 3 o'clock direction to make sure that there is an obvious stalker who pays attention at them. Moreover, Hannah also believes that doing the request is an easy thing.

Unlike commanding utterance, this utterance does not have more degree of strength to be obeyed. Therefore, Jessica can choose to ignore Hannah's request. Jessica eventually gives a response by allowing Hannah to follow her to Monet's coffee. It means that the action performed by Jessica can achieve the intention of the utterance spoken by Hannah and it can bring an advantage to the speaker.

- d. The utterance is in episode 12, minute 43:02

Context: Hannah attends Bryce's party inadvertently. She actually just walks around her block and suddenly she arrives at Bryce house. Hannah meets Justin, Jessica and Zach who are bathing in the hot tub. They asks Hannah to get join. Hannah agrees and they have fun together. When the party is almost over, they leave Hannah alone in the hot tub. Suddenly, Bryce comes in and gets join. Hannah starts feeling uncomfortable and upset. She decides to end up her bathing time. However, Bryce tries to block her out and asks her to bath a little longer.

Conversation:

Hannah : Well, uh, I'd better get going. My parents are probably super worried by now

Bryce : You just got here

Hannah : Sorry, I gotta go

Bryce : Don't go. We're just having fun

Hannah : **Bryce!** (gasping)

Analysis:

The utterance which shows request has an intention to make someone to do something. Therefore, the utterance means that Hannah requests Bryce

let her go. However, Hannah tends to call the hearer's name who is Bryce, instead of saying directly what she wants to say. The reason why Hannah says something by uttering Bryce's name is to request him to move away from her. The situation shows that Bryce starts to hold her away so Hannah feels uncomfortable with it and tries to request him to make a distance from her. Bryce actually ignores it and then holds her until she can not move.

The utterance is not categorized as commanding sentence because the speaker does not have more strength to force Bryce on doing it since Bryce has more power compared to Hannah. Besides, Hannah actually hopes that Bryce can do what she says by moving away from Hannah and release her. Her assumption makes her believe that Bryce can understand and do it since Hannah starts to be afraid and feels uncomfortable. The incident in the hot tub eventually brings the big effect to Hannah physically and psychologically and leads her into her decision to commit suicide.

4.2.2 Suggestion

a. The utterance is in episode 1, minute 38:01

Context: Justin is eventually interested in Hannah since their first meeting at Hannah's party. Either Hannah or Justin tries to get attention to each other. When Justin gets Hannah's phone number, he decides to call her and asks her to hang out together. Yet, when Justin calls Hannah her mother is suspicious about who calls Hannah when she is studying. Hannah lies that Justin just wants to ask about Mathematic homework.

Conversation:

(On the phone)

Hannah : No! I mean, uh, what problem were you having trouble with? The one about trains?

Justin : The trains?

Hannah : Two trains leave at different times, but when do they meet?

Justin : Oh. I get it. Um... Train A is leaving my house in a few minutes.

Train B is leaving your house....

Hannah : In 30 minutes

Justin : Thirty minutes seems like an awfully long time for two trains going full speed, huh? (chuckles)

Hannah : **Eisenhower Park. Rocket slide**

Analysis:

The utterance in bold marker indicates a suggestion. It can be shown by its intention which makes someone to do something. The utterance reveals the suggestion given by the speaker to the hearer indirectly. Meanwhile, the speaker does not reveal completely what she wants to say yet mentioning the place where they will meet. Contextually, Hannah and Justin decide to hang out together. To ease them, Hannah suggests a place where they should meet which is Eisenhower Park. The park is chosen because it is located in the middle of the area. Hannah also suggests more specific place to meet which is in a rocket slide.

The suggestion actually can give an advantage to both of them. Therefore, Hannah assumes that Justin can accept the suggestion and meet each other there. She also has a big belief since Hannah realizes that Justin has an interest toward her. The utterance spoken by Hannah can give a future effect done by the hearer as a sign that the intention of the utterance is fully achieved. It can be shown by Justin's performed action which eventually agrees of Hannah suggestion. They are ended up by meeting in Eisenhower Park and playing rocket slide.

b. The utterance is in episode 2, minute 19:30

Context: In the Monet's coffee, Hannah realizes that there is a stalker who stalks them. Hannah and Jessica seem discussing and arranging a strategy to

do something to him. Both of them are arguing whether approaching him or

not and questioning why he sits alone all the day.

Conversation:

Jessica : No, you, and he's cute

Hannah : **He's alone**

Jessica : So?

Hannah : So that means he doesn't have any friends. That's weird

Jessica : We didn't have any friends two weeks ago

(Go approaching Alex)

Analysis:

The statement of "*he is alone*" which is revealed by Hannah represents suggestion. The utterance which is uttered in the form of statement makes it categorized as indirect utterance because implicitly the speaker suggests the hearer to do something. Hannah as the speaker gives a suggestion to Jessica to go approaching the stalker. Basically, the suggestion is uttered based on her curiosity about the reason why he sits alone on Monet's. By saying it indirectly, Jessica actually still can not understand of Hannah utterance.

In Hannah's mind, she assumes that Jessica will quickly understand Hannah's intention and be ended up by doing something. The utterance actually has an intention which performs a future action based on what the speaker suggest. When it is achieved or done by the speaker, the utterance can be mentioned as successful directive-suggestion utterance. As a result, Jessica and Hannah go approaching him and ask him to be their friend.

CHAPTER V

CONCLUSION

Based on the data analysis result, 24 utterances found in the *13 Reasons Why* web TV series are categorized into four kinds of directive illocutionary act. They are commanding, requesting, prohibition and suggestion. Those utterances are also categorized based on the structure which are divided into direct and indirect utterance. Therefore, it can be seen that there are 7 direct commanding utterances, 8 request with 4 direct utterances and 4 indirect utterances, 2 direct prohibition utterances and 7 suggestion with 5 direct utterances and 2 indirect utterances. From those findings, it can be seen that request utterances has the highest number of utterances and prohibition has the lowest number.

In addition, the number of direct utterances is more compared to indirect utterances. It can be influenced by the status of the speaker and hearer, since the speaker and hearer are friends from the same year. They also have a close relationship. Meanwhile, the indirect utterances indicate that between the speaker and hearer try to speak more polite since they are not close friend. Besides, the speaker wants the hearer to understand and find out the intention of the utterance by himself or herself.

Based on the utterances spoken by the four characters in the movie, it can be seen that all utterances can produce the performed action. The request utterances which are mostly spoken by the characters in *13 Reasons Why* actually have a connection to the phenomena of social issues within the series. It happens

because the performed action of the utterances can bring the interlocutor to experience the social issues since the interlocutor should do what the speaker's want. The effect of the performed action can be indicated directly because the first effect that can be seen is that the relationship between the speaker and hearer which grows more intimate. Then, after their relationship begins more intimate, the speaker can shows his or her action which leads to the phenomena of bullying that causes suicidal matter. In addition, it can be concluded that the language which is used by four characters in *13 Reasons Why* can influence the relationship between the characters.

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APPENDIX

The following is the utterances spoken by Jessica, Justin, Bryce and Hannah.

Episode 1

Duration	Utterances
00:26:11	Bryce : Hey there
00:26:13	Hannah : Hey
00:26:15	Bryce : You're, um, you're the new girl
00:26:18	Hannah : Apparently
00:26:20	Bryce : Uh, I like your laugh
00:26:22	Hannah : Thanks. I like your underrated sense of fashion
00:26:26	Bryce : (chuckles) Thanks. I'll see you later... I hope
00:26:37	Hannah : See you
00:29:49	Justin : Hey. Hannah right?
00:29:53	Hannah : Right
00:29:55	Justin : Justin. Foley. I saw you at the party the other night
00:29:58	Hannah : Yeah, I saw you too. You're drier now
00:30:03	Justin : Yeah, well. We went home and changed
00:30:07	Hannah : Was it profound?
00:30:08	Justin : Huh?
00:30:09	Hannah : Your change
00:30:10	Justin : Oh. Yeah, yeah, yeah. Totally. So, uh... Kat's gone
00:30:18	Hannah : Yeah. Sucks. You talk to her?
00:30:23	Justin : Yeah. I mean, you know, like a little
00:30:26	Hannah : Yeah, me too. A little

I, uh, should get to class

00:30:35 Justin : Oh, yeah, yeah. Totally.
(chuckles) So, I'll see you around, then

00:30:41 Hannah : I guess you will

00:31:59 Hannah : (Purposely hits Justin)(students chattering)
Whoa! Careful, there

00:32:02 Justin : I'm sorry about that

00:32:03 Hannah : Geometry with Bates. No wonder you're in a hurry

00:32:05 Justin : Oh, you have him, too?

00:32:07 Hannah : Fifth period. The worst ten hours of my day
(chuckless) Speaking of, gotta go

00:32:12 Justin : (stammers) Oh, yeah. Great. Um... I'll see you later?

00:32:15 Hannah : You will

00:34:09 Hannah : Hey, Helmet

00:34:10 Clay : Hey

00:34:11 Hannah : Can you email me your French notes?
I can't understand Madam Steinberg. It's like she's speaking German

00:34:17 Clay : Sure

00:34:18 Justin : (He and Zach is riding car and approaching Hannah and Clay) Ride home?

00:34:20 Hannah : Thanks, but on. My chariot awaits
Bye, Clay. See you, Justin

00:34:47 Justin : Hey, is that seat taken?

00:34:50 Hannah : You don't take bus

00:34:52 Justin : I don't? Well, then I guess it's your lucky day

00:35:02 Hannah : You clearly don't lack confident

00:35:03 Justin : You clearly don't have geometry with Mr. Bates fifth period

00:35:07 Hannah : You did research

00:35:09 Justin :No....
Yes, I mean... I don't know maybe

00:35:14 Hannah : I like it. It shows initiative

00:35:18 Justin So, could I like maybe get your number or something?

00:35:22 Hannah : Or something?

So, I could give you my number or give you some fake nuclear launch codes?

00:35:27 Justin : I'll just take your number

00:35:29 Hannah : I'll just take your phone

00:35:30 Justin : Huh?

00:35:31 Hannah : One, you give me your phone. Two, I put my number into it

00:35:33 Justin : Okay, right, right, right

00:35:44 Hannah : (engine starts) No excuses now

I'll be right back

00:35:47 Justin : Where are you going?

00:35:48 Hannah : Forgot my geometry book

00:35:50 Justin : Wait, I've got mine in here if you need...

(seeing Hannah gets off the bus) Shit!

Hey, where the hell is this going on?

00:36:00 Hannah : No clue. I don't take the bus either

00:36:02 Justin : Seriously? Hannah Baker!

00:36:05 Hannah : Call me, handsome

00:37:44 Hannah : (talkin gto Justin on the phone) So, you need help with a math problem?

00:37:48 Justin : No. I just said that to get you alone on the phone

00:37:50 Hannah : Because I've got homework of my own and I can't just talk on the phone all afternoon

00:37:55 Justin : Okay, I can call you back

00:35:58 Hannah : No! I ... I mean, uh, waht problem were you

having trouble with?

The one about the, uh... trains?

00:38:09 Justin : The trains?

00:38:11 Hannah : Two trains leave at different times, but when do they meet?

00:38:16 Justin : Oh! (chuckles) I get it. Um...

Train "A" is leaving my house in a few minutes.
Train "B" is leaving your house...

00:38:28 Hannah : In 30 minutes

00:38:30 Justin : 30 minutes seems like an awfully long time for two trains going full speed, huh? (chuckles)

00:38:38 Hannah : Eishenhower Park. Rocket Slide

00:39:05 Justin : (playing with Hannah) (laughter) Just wait, I'm gonna get you

00:39:38 (sliding on the rocket slide) How was that?

00:39:39 Hannah : That was pretty good

00:39:40 Justin : Yeah, you liked it?

00:39:41 Hannah : Yeah

00:39:42 Justin : All right, your turn

00:39:43 Hannah : My turn?

00:39:44 Justin : Yeah

00:39:44 Hannah : Okay. What are you doing?

00:39:46 Justin : Wait, wait, wait. I have to get this

00:39:48 Hannah : I'm wearing a skirt. Hang on, hang on

(mocking) I'm wearing a skirt! I got this. Let me just...

00:40:02 Okay, okay. One, two, three. (giggling) Ah!

00:40:03 Justin : (clicking phone camera)

You good?

00:40:06 Hannah : Yeah

Episose 2

Duration	Utterances
00:11:41	Hannah : Hey
00:11:42	Jessica : Hey
00:11:44	Hannah : Mrs. Antilly?
00:11:44	Jessica : Yeah
00:11:46	Hannah : Me, too. Any clue why?
00:11:48	Jessica : None
00:13:10	Jessica : Mrs. Antilly, I am sure Hillary is awesome
00:13:13	Hannah : But if we are gonna be great friends, you should know my name is Hannah
00:13:16	Jessica : What did I call you?
00:13:16	Hannah : Hillary
00:13:17	Jessica : That is not your name?
00:13:19	Hannah : No. Hannah
00:13:20	Jessica : Crap. I already got your best friend necklace engraved with "Hillary"
00:13:24	Hannah : Any students named Hillary we can set up with Jennifer?
00:13:27	Jessica : Jessica
00:13:28	Hannah : Sorry, Jezebel
00:13:29	Jessica : No problem, Harriet
00:13:30	Hannah : Ooh. Can I actually get a Jezebel? She'd be an amazing friend
00:15:37	Hannah : Hey, Joanne
00:15:39	Jessica : Hazel. Hey
00:15:41	Hannah : Are you following me?
00:15:43	Jessica : Um, I'm ahead of you. Fair point
00:15:47	Hannah : This is a disaster. We're walking in the same direction

00:15:49 Jessica : Pretty much the end of the world

00:15:50 Hannah : Impossibly Perky Counselor Lady can't turn out to be right

00:15:54 Jessica : How many cats do you think she has? Five? Seven?

00:15:56 Hannah : I was thinking 12

00:15:59 Jessica : And they are all, like, obese and purr. Really loud.
Where're you going anyway?

00:16:03 Hannah : Home. I live on Bristol

00:16:06 Jessica : I'm going to Monet's for a hot chocolate

00:16:08 Hannah : Hot chocolate. Intriguing
Especially as the day is warm

00:16:12 Jessica : Hot chocolate is the cure for all things shitty in life

00:16:17 Hannah : Huh. I got shit that needs curing, too

00:16:24 Hannah : Yeah, Kat was the best. When she moved, I just yeah well, it sucked

00:16:30 Jessica : I leave friends behind every two years. We're always moving

00:16:33 Hannah : Parents on the lam?

00:16:35 Jessica : Dad in the Air Force

00:16:36 Hannah : So you're always the new kid?

00:16:40 Jessica : I had this friend, Amy. I told her everything, including my series of embarrassing sex dreams featuring various Avengers, including Scarlett Johansson. Then one day, you know, the moving trucks come. I'm like, "Bye! Don't tell anyone about that Scarlett Johansson thing!" But she posts about it because that's the only communication you have anymore

00:16:58 Hannah : And it ends up getting around your new school

00:17:00 Jessica : And gets completely twisted

00:17:02 Hannah : So you end up That Girl?

00:17:04 Jessica : I am so That Girl

00:17:06 Hannah : I'm That Other Girl. Stupid Mrs. Antilly

00:17:14 Jessica : Bitch is god at her job

00:18:52 Hannah : That top is perfect for you

00:18:53 Jessica : It shows too much of my arms. They're so fat

00:18:56 Hannah : They're hot

00:18:58 Jessica : I have substitute teacher arms

00:19:03 Hannah : Uh-Oh. We've got a stalker

00:19:05 Jessica : Where?

00:19:06 Hannah : Play it cool. Three o'clock

00:19:10 Jessica : It's after three

00:19:11 Hannah : No, three o'clock. Directional

Oh, my God. Your dad is a fighter pilot

00:19:17 Jessica : He's a logistics expert, mostly

00:19:20 Hannah : Look over there

00:19:27 Jessica : He's checking you out

00:19:28 Hannah : He's checking you out

00:19:29 Jessica : No, you, and he's so cute

00:19:31 Hannah : He's alone

00:19:32 Jessica : So?

00:19:33 Hannah : So that means he doesn't have any friends. That's a weird

00:19:36 Jessica : We didn't have any friends two weeks ago

00:25:37 Alex : Something's up with you today?

00:25:43 Jessica : My dad's being deployed again

00:25:46 Hannah : Oh, man. I'm so sorry, Jess

00:25:48 Alex : Wow, that's sucks

00:25:50 Jessica : He'll be in the Middle East somewhere, and he can't tell us where, probably because it's some country we're not supposed to be at war with

00:29:40 Jessica : Hey, you're here?

00:29:42 Hannah : No, I'm animatronic

00:29:45 Jessica : You don't work Wednesday

00:29:46 Hannah : I'm covering Karen

00:29:47 Jessica : Oh, okay. Yeah, that's cool

00:29:50 Hannah : I guess. She's in a junior college play, A Few
Good Men, which is so not the story of her life
(Hannah gives her a ticket)

00:30:01 Jessica : Oh, thanks

00:30:03 Hannah : Put it away. What good is having a best friend
who works at the movies if you can't get in for
free?

00:30:13 Alex : Hey, Hannah

00:30:14 Hannah : Hey, Alex. Fancy seeing you here

00:30:18 Alex : Hey, you work yesterday?

00:30:19 Hannah : Covered this. Jess can fill you in

00:30:22 Alex : Oh, yeah we were, um, we were just hanging out

00:30:26 Jessica : Together

00:30:29 Hannah : So, I see

00:30:33 Alex : Cool. Um, so could I get one?

00:30:40 Hannah : Ten dollars, please

00:30:44 Alex : Oh. Um here you go

00:30:50 Hannah : Enjoy your movie. Please, let us know if we can
make your visit more pleasant

00:30:56 Alex : Okay

00:35:31 Hannah : What?

00:35:32 Jessica : We need to talk

00:37:11 Hannah : F.M.L?

00:37:14 Jessica : I should have known. I know the rumors,
Hannah

00:37:18 Hannah : Well, you can't know the rumors. You can hear
them, but you can't know them

00:37:21 Jessica : We were friends. How could you betray me like that?

00:37:25 Hannah : Like what? What did I do?

00:37:26 Jessica : Is it you and Alex now?

00:37:28 Hannah : No! How could you even, of course not! He likes you, you like him. I'm the one who's out

00:37:34 Jessica : Yeah and that pissed you off, didn't you?

00:37:35 Hannah : A little. I mean it made me sad. Why didn't you just tell me?

00:37:42 Jessica : Maybe I was afraid of something like this

00:37:44 Hannah : Something like what? (Jessica puts the paper on the table)

Jess. You know this doesn't mean anything

00:38:02 Jessica : Don't act innocent

00:38:03 Hannah : But I am innocent. I had nothing to do with this

Alex did this on his own

00:38:07 Jessica : He just broke up with me on his own

00:38:11 Hannah : I didn't know he broke up with you

00:38:14 Jessica : I'll just say this; enjoy it. Cause you will, won't you? Cause that's what sluts do

00:38:21 Hannah : Fuck you (Jessica slappes Hannah)

Episode 3

Duration	Utterances
00:06:08	Hannah : Hey, Jess
00:06:08	Jessica : Hey
00:06:10	Hannah : Mrs. Antilly?
00:06:12	Jessica : Yeah
00:06:13	Hannah : Everything's okay?
00:06:18	Jessica : Yeah
00:06:20	Hannah : You could drop by our office later, if you want to

make a full report

00:06:23 Jessica : Our office?

00:06:25 Hannah : Monet's

00:06:26 Jessica : Oh. Yeah, right. I forgot about that. The office thing

00:06:31 Hannah : Yeah. It's been a while

00:06:33 Jessica : Yeah, there's just so much going on

00:06:39 Hannah : Male!

00:06:40 Alex : Females

00:06:43 Hannah : Hey, how about a Monet's reunion today? You have a few drink selections left on your great menu journey. You were so committed once

00:06:52 Jessica : Yeah, commitment's hard for Alex

00:06:54 Alex : At least I have the ability to try something new in life

00:42:32 Bryce : Your parents own Baker Drugs, right?
But you buy candy here?

00:42:36 Hannah : Um, better selection. And fewer moms counting my calory intake

00:42:46 Hannah : Did you just....?

00:42:47 Bryce : Oh, no. I didn't mean. It's just, it's real tight. In the store. It's tight in the store. I don't usually listen to sophomore gossip, but, um for what it's a worth, that list got it right

Episode 5

Duration	Utterances
00:23:15	Jessica : Hannah. You look good
00:23:19	Hannah : (giggling) Hey
00:23:21	Jessica : Hey
	Who'd you come here with?
00:23:24	Hannah : Oh, just Courtney and her court

00:23:27 Jessica : The Courtnettes

00:23:28 Hannah : Yeah
You? Big date?

00:23:32 Jessica : It was supposed to be

00:38:21 Jessica : I was having a good time

00:38:22 Hannah : The sharks were in the water, Jess. I pulled you
into the boat. That's what friends do
You okay?

00:38:29 Jessica : Okay
I really like Justin. He's nice

00:38:36 Hannah : You shouldn't. He isn't
There's water and crackers in the armrest thing.
You should eat

00:38:44 Jessica : Fine

00:38:45 Hannah : Okay. Watch your leg

00:38:45 Jessica : Mm-hmm
Oh, my God! This is amazing. I fucking love
these peanut butter and cheese crackers, even
though they don't taste like peanut butter or
cheese. God you would make the best soccer
mom, dude

00:39:06 Hannah : (laughing) Thank you, Jess

00:39:11 Jessica : I'm sorry, I slapped you that one time. That
wasn't cool

00:39:30 Hannah : (starter clicking) For fuck's sake!

Episode 9

00:23:23 Bryce : I like the hair. Looking good

00:23:24 Hannah : Thank you

00:23:26 Bryce : Keg's out back. Get on it

00:23:34 Justin : Sorry

00:23:34 Hannah : Sorry

00:39:19 Hannah : I read that too except it only works mixed with
cheese

00:39:21 Jessica : And tomato sauce
Have you been here all night?

00:39:28 Hannah : No, I just got here

00:39:37 Jessica : Hannah, don't just stand there, get in

00:39:39 Hannah : I didn't bring a bathing suit

00:39:41 Jessica : So? Wear your underwear. Everybody else is. Just
like a bikini. Oh, my God. Don't be such a pussy.
Get in

00:39:51 Hannah : Whoah. No, okay, okay stop. Okay

00:39:54 Jessica : Yes. Whoo!

00:42:16 Bryce : I can't believe Hannah Baker finally came to one
of my parties

00:42:21 Hannah : Well, it looks like it's almost over

00:42:23 Bryce : No, not at all. This is the best time of night. The
drunks are all passed out, posers are gone. Only
the cool people are left

00:42:33 Hannah : I qualify as "cool people"

00:42:35 Bryce : Hell, yeah. You do. Coolest chich in the junior
class. And the hottest

00:42:43 Hannah : Well, uh, I'd better get going. My parents are
probably super worried by now

00:42:47 Bryce : You just got here

00:42:58 Hannah : Sorry, I gotta go

00:43:00 Bryce : Don't go. We're just having fun

00:43:02 Hannah : Bryce!